

**THE INFLUENCE OF CLOSE READING STRATEGY TOWARD  
STUDENTS' READING COMPREHENSION ON BIOGRAPHICAL  
RECOUNT TEXT OF THE SECOND SEMESTER OF THE ELEVENTH  
GRADE AT MA RAUDHOTUL JANNAH SIDOKERTO LAMPUNG  
TENGAH IN 2020/2021 ACADEMIC YEAR**



**(An Undergraduate Thesis)**

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**By**

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## ABSTRACT

Reading is one of English skills that should be mastered by students. Through reading, the students are able to comprehend the material well and enlarge their knowledge. The students' reading comprehension in MA Raudhotul Jannah Sidokerto Lampung Tengah is still low especially in reading biographical recount text. It is proven by their reading score. There were 57,14% of the students who got the score under 67 as the standard of minimum mastery (KKM) of Standard Competence (KD) in the eleventh grade of MA Raudhotul Jannah Sidokerto Lampung Tengah. By seeing this condition the Close Reading strategy was applied to improve their reading comprehension. Close Reading strategy is the teaching strategy that offers the students to reread the text several times and enables them to derive the purpose of text and have the evidence of the conclusion drawn from the text. The objective of this research is to know whether there is significant influence of using Close Reading strategy toward students' reading comprehension on biographical recount text of the second semester of the eleventh grade at MA Raudhotul Jannah Sidokerto Lampung Tengah in 2020/2021 academic year.

The research methodology was quasi-experimental design. The population of this research was the eleventh grade of MA Raudhotul Jannah Sidokerto. The sample of the research was two classes that consist of 27 students for experimental class and 25 students for control class. The Close Reading strategy was applied in the experimental class while Sustained Silent Reading was applied in the control class. The treatment was conducted in three meetings for experimental class. Multiple choice questions form was the instrument in collecting data that had been tried out before the pretest. The instrument was given in pre-test and post-test. The pre-test was given before the treatment to both classes, after conducting the treatment, the instrument was given in post-test. After the data had been collected, which were in normal distribution and their variances are homogeneous, they were analyzed by using SPSS 25 to compute independent sample t test.

From the data analysis computed by using SPSS 25, it was resulted that  $Sig.$  was = .001 and  $\alpha = 0.05$ . It can be derived that  $H_a$  is accepted because  $Sig..001 < \alpha = 0.05$ . According to the statement, it can be concluded that there is significant influence of using Close Reading strategy toward students' reading comprehension on biographical recount text of the second semester of the eleventh grade at MA Raudhotul Jannah Sidokerto in 2020/2021 academic year.

**Key words:** Close Reading, Reading Comprehension, Biographical Recount Text, Quasi-Experimental Design.

## CHAPTER I INTRODUCTION

### A. Background of the Problem

Allah states about the importance of language in communication in surah

Ibrahim verse: 4

وَمَا أَرْسَلْنَا مِنْ رَّسُولٍ إِلَّا بِلِسَانٍ قَوْمِهِ لِيُبَيِّنَ لَهُمْ فَيُضِلُّ اللَّهُ مَنْ يَشَاءُ وَيَهْدِي مَنْ

يَشَاءُ وَهُوَ الْعَزِيزُ الْحَكِيمُ ﴿٤﴾

“And We sent not a Messenger except with the language of his people so that he might make the message clear for them. And Allah misleads whom He wills and guides whom He wills. And He is the All-mighty and the All-wise” (Ibrahim: 4)<sup>1</sup>

Language is a means of communication to deliver information and thought in both local and international communications. Through language, we can communicate with each other and understand what is heard and written. Sneddon argues that English plays an important role in international development as the unifier language in the world.<sup>2</sup> Humans use English to transfer an idea from one person to another.

In subsection above Allah shows us the importance of language in communication. Communication means sending a message from one person to another. A message in communication can be delivered clearly through language

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<sup>1</sup> Ibid.

<sup>2</sup> M. S. Reddy, “Importance of English Language in Today’s World,” *International Journal of Academic Research* 3, no. 4 (2016): 179–84, [www.ijar.org.in](http://www.ijar.org.in).

because the language becomes a means of formulating ideas. Through language, we can deliver our feeling, thought, and knowledge to others. Without language communication among people is difficult.

Meanwhile, English is useful in international world development according to Sharifian's argument who states that English is used in intercultural communication across the globe.<sup>3</sup> It means English is the connecting language used among countries in alternating idea such as tourism, technology, education, religion, and others. English language supports the successful work among countries. The development of country is supported by how well the information and knowledge is delivered.

In English, the learner has to understand four English skills listening, speaking, reading, and writing. These four skills are significant in English usage. In this current research, the focus of the research is on reading skills. Nunan states that reading is defined as an activity of making the logical meaning of written texts.<sup>4</sup> The statement defines that reading is an activity of reader to derive the meaning from the printed word which involves the reader and text's interaction.

Reading is categorized as an important activity for students which can add students' knowledge and information through their various type of reading. The more reading text is read by students, the more knowledge is gained. Reading activity also encourages students to think deeply in understanding the content of reading because when students read there are several reading texts which hard to be comprehended. As stated by Hamdan that reading always connects with

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<sup>3</sup> Anita Dewi, "English As an International Language : An Overview," *Journal of English and Education* 6, no. 2 (2012): 1–11, <https://doi.org/10.20885/jee.vol6.iss2.art1>.

<sup>4</sup> Caroline T. Linse and David Nunan, *Practical English Language Teaching\_ PELT Young Learners*, ed. David Nunan (New York: McGraw-Hill ESL/ELT, 2005).

knowledge, maturation of thought, innovation, advancement, modernization, and so forth.<sup>5</sup>

The general function of reading is discovering broaden knowledge. A capable reading ability facilitates us to access knowledge and information as much as possible. The ability to interact with the text is the potential skill to gain a successful reading. It is supported by Urquhart and Weir whose state that reading ability is the ability of a person to use their cognitive skill to read a text.<sup>6</sup>In short, reading ability is significantly contributed to the reading process.

Moreover reading ability is not mastered in a simple way. It is as the argument written by Nasution that reading ability is not simple because it involves connection practice and skill. An active reader has able to combine pictures and written text than make a logical meaning from it.<sup>7</sup> The statement explains that the reader is demanded to be able to combine two abilities in the reading activity. They have to concentrate their mind during the activity so that they can reach the purpose of reading.

One of the main factors in reading is comprehension. It is the goal of reading activity. Readers do not get anything from the text without comprehension even they have reread the text. It is because the reader just simply read the text as it is written. They do not have a comprehension of the text is being read. As stated by Wilkison and Son that comprehension is gained through the encoding of facts, relating the text is being read with the background knowledge, and generating

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<sup>5</sup> Kamalia, "Improving Reading Comprehension Using Reading Strategies," *English Education Journal (EEJ)* 7, no. 4 (2016): 549–64, [https://doi.org/10.5176/2251-3566\\_1316.48](https://doi.org/10.5176/2251-3566_1316.48).

<sup>6</sup> Feng Liu, "Reading Abilities and Strategies: A Short Introduction," *International Education Studies* 3, no. 3 (2010): 153–57, <https://doi.org/10.5539/ies.v3n3p153>.

<sup>7</sup> Judi Moreillon, *Collaborative Strategies for Teaching Reading Comprehension* (Chicago: American Library Association, 2007).

meaning of complex sentences.<sup>8</sup> It is clearly stated that the readers do not only read the text as it is written but they have to critically analyze the text to get reading comprehension.

The common problem entailed in Indonesia is English as the foreign language does not familiar in daily activity because it is used only at a certain time and place such as school, and workplace environment. This problem is stated also by Evan and Green that the government and corporate context are considered as ascertain places to practice English.<sup>9</sup> It means that students practice English only in the school environment or classroom setting which will be very less for the foreign language learner.

The condition will impact the learner in learning English and affect students' reading ability to derive meaning from text. It happens because reading comprehension for a foreign language learner is more difficult to be gained than a first language learner. As stated by Nunan that foreign language learners have three different aspects of reading comprehension they are the learner's background knowledge, linguistic knowledge, and the strategy or technique applied.<sup>10</sup> Indonesian students as foreign language learners have difficulties in reading English text even they only read a passage of text. It is because they face difficulties in comprehending the text.

Preliminary research was conducted by the researcher at MA Raudhotul Jannah Sidokerto Lampung Tengah to know how well the students' reading

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<sup>8</sup> Fakeye and Bosede, "Instruction in Text-Structure as A Determinant of Senior Secondary School Students' Achievement in English Narrative Text in Ido Local Government Area, Oyo State," *International Journal of Arts and Humanities* 5, no. 2 (2016): 270–83, <http://dx.doi.org/10.4314/ijah.v6i2.7>.

<sup>9</sup> Fiona Hyland, "Learning Autonomously : Contextualising Out-of-Class English Language Learning," *Language Awareness* 13, no. 3 (2004): 180–202.

<sup>10</sup> Linse and Nunan, *Practical English Language Teaching \_ PELT Young Learners*. David Nunan (New York: McGraw-Hill ESL/ELT, 2005)

comprehension. The English teacher there, Mr. M. Fauzi Sholeh, M.Pd. was interviewed by the researcher and he stated that students have several problems in learning English especially reading. First, they were difficult to translate vocabulary. Second, they were difficult to make a conclusion from the passage. Third, they were lazy to read. Fourth, they did not understand the whole meaning of the text.<sup>11</sup> These problems affected the result of students in learning reading and their scores of reading. It is proven by their English scores in reading tests. The scores is presented in the Table 1

**Table 1**  
**Students' Reading Score of the Eleventh Grade at MA Raudhotul Jannah Sidokerto Lampung Tengah in 2020/2021 Academic Year**

No	Class	Students' Score		Number of Student
		<67	≥67	
1	XI A	16	16	32
2	XI B	16	11	27
3	XI C	16	9	25
Total		48	36	84
Percentage		57,14%	46,42%	100%

*Source: MA Raudhotul Jannah Sidokerto Lampung Tengah in 2020/2021 Academic Year*

Table 1 show that more than a half of 84 students did not pass standard of minimum mastery (KKM) of basic competence (KD) 3.11 about analyzing social function, text structure and language feature of short biography text about famous person. The standard of minimum mastery of basic competence (KD) 3.11 at the eleventh grade of MA Raudhotul Jannah Sidokerto Lampung Tengah is 67 while

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<sup>11</sup> An Interview Between the Researcher and English Teacher at MA Raudhotul Jannah Sidokerto Lampung Tengah on June 8<sup>th</sup> 2020, Unpublished



51 of 84 students got the score under 67. It indicates that most of students do not understand the material well.

The students in the eleventh grade at MA Raudhotul Jannah Sidokerto Lampung Tengah were also interviewed by the researcher to know their opinion about reading material. Based on the interview, most of students said that they were difficult to comprehend English text because the first they are difficult to get the meaning of vocabulary. Second, they did not comprehend the purpose of text. Third, according to them the text in the exam was more difficult than the text materials given by the teacher. Fourth, they also had difficulties to comprehend the text because the strategy used by the teacher did not make them comprehend the material.<sup>12</sup> Thus, the strategy used by teacher is less effective for students' reading comprehension. Therefore the more effective strategy is needed to be applied.

The solution of this problem is applying the proper strategy in teaching reading to make the learning process clear and understandable. According to OECD teaching strategy is defined as a combination of process where the teacher manages the class and uses all the facilities to enhance students' understanding.<sup>13</sup> It means that teaching strategy is one of the factors that build the students' understanding in learning. The strategy has to be selected strategy that suitable for learner's conditions and necessities so that they can receive the material well. One of strategy can be applied by the teacher in teaching reading comprehension is close reading strategy. The teacher can uses this strategy to guide the students in

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<sup>12</sup> An Interview Between the Researcher and the Eleventh Grade Students at MA Raudhotul Jannah Sidokerto Lampung Tengah on June 8<sup>th</sup> 2020, Unpublished

<sup>13</sup> Fajriah Fajriah, "Learning Journal: Improving Teaching Strategies Through Students' Reflections," *Sukma: Jurnal Pendidikan* 1, no. 2 (2017): 301–27, <https://doi.org/10.32533/01204.2017>.



reading process and helps them to deeply comprehend the text and also gives them a lot of vocabulary knowledge, grammar, and the language feature of text.

A close reading strategy is proposed to be implemented based on its function. A close reading strategy is the purposeful rereading of a short and complex text.<sup>14</sup> The strategy offers students to read and reread the text several times to be able to derive the purpose of the text explicitly, making sense of the text, and have the textual evidence of the conclusion drawn from the text. The strategy helps the teacher to lead his or her students toward the purpose of the text by rereading it and making annotations about the difficult sense of the text.

The three genres are categorized in applying close reading strategy they are literature, informational text, and additional form.<sup>15</sup> The genre of literature includes stories, drama and poetry. The genre of informational text includes literary nonfiction, expository text, argument, and procedural text. The literary nonfiction is divided into biography, autobiography and personal memoir. Other text forms are audio text, video text and digital text.

Based on the explanations, it can be expected that close reading strategy can lead students to comprehend the biographical recount text well and also gives students' interest to read. The eight related studies are presented to prove that close reading strategy is available to be applied in teaching reading. The first study is done by Taqiuddin, the study results that close reading strategy improves 79% reading comprehension of descriptive text rather than GIST strategy. Following to the result, he concluded that close reading strategy can be

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<sup>14</sup> Diana Sisson and Betsy Sisson, *Close Reading in Elementary Schools*, Routledge, First (New York: Routledge, 2014), <https://doi.org/10.1002/TRTR.01117>.

<sup>15</sup> Barbara Moss, Diane Lapp, and Grant Maria, *A Close Look at Close Reading*, Library of Congress Cataloging-in-Publication Data, vol. 53 (Alexandria: ACSD, 2015).

applied in teaching reading.<sup>16</sup> The subject of the study was the first-grade students of health vocational high school while this study will use the eleventh grade of senior high school. The purpose of the previous study was to know the difference between using close reading strategy and GIST strategy on reading comprehension in descriptive text, while this current study is aimed to know the influence of using close reading strategy toward students' reading comprehension in biographical recount text.

The second related study was conducted by Douglas Fisher and Nancy Frey which results that close reading strategy helps readers to deeply analyze the text.<sup>17</sup> The participants of the study stated that close reading strategy was useful to deeply analyze the text. The writer also concluded that students are more responsible and engage the reading instruction. In conclusion, a close reading strategy can improve students' engagement in reading so that they can get reading comprehension. This study used students and teachers as the subject of the study to know their perspectives about close reading strategy. On the other hand, the present study will take the students in the second semester of the second grade of senior high school as the subject of study to know the influence of close reading strategy toward students' comprehension in biographical recount text.

The third related study was conducted by Sheila F. Baker and Lillian Mcenery which resulted that reading text on electronic devices enables reader to take advantage of a variety of tools that can support students in close reading. In this study, the writer stated that close reading strategy helps the reader to think more

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<sup>16</sup> Taqiyuddin, "The Effect of Using Close Reading and GIST Strategies on Students' Reading Comprehension at Health Vocational High School Pekanbaru," *Journal of English and Arabic Language Teaching (J.E.A.L.T)* 9, no. 1 (2018): 16–35.

<sup>17</sup> Douglas Fisher and Nancy Frey, "Student and Teacher Perspectives on a Close Reading Protocol," *Literacy Research and Instruction* 53, no. 1 (2014): 25–49, <https://doi.org/10.1080/19388071.2013.818175>.

critically about a text.<sup>18</sup> This study was focused to make the foundation of the students in applying close reading strategy by the use of technology connection, tools and platform, digital content, and progress monitoring content in learning. The study was based on the analysis of previous studies which discusses about the use of technologies in reading. The differentiation between the previous study and the current study is the design of the study. The previous study used qualitative research design which involved the analysis of literature and relevance studies and generally results in a narrative report. In contrast with the current research which uses quantitative research design that analyzes statistical of numeric data.

The fourth related study was conducted by Sharonica Nelson which discusses about his experience in conducting close reading strategy at the urban classroom by using autoethnographic methods.<sup>19</sup> This study discussed about how to apply close reading so that the learning process was not consuming much times. The study was action research design which results the best uses of instruction in close reading strategy to obtain the overused of the strategy. The writer of the previous study concluded that close reading strategy should be implemented in moderation so that it will effectively help students in reading. The different of this study with the present study is the design in conducting the study. The previous study used action research design by the use of autoethnographic method which allows people to draw on their own experiences to understand a phenomenon or culture in this case close reading strategy, while the present study uses quantitative research

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<sup>18</sup> F. Sheila Baker and Steven McEnery, Lillian Nadel, "Building the Foundation for Close Reading with Developing Readers," *Texas Journal of Literacy Education (TJLE)* 5, no. 1 (2017): 71–80.

<sup>19</sup> Sharonica Nelson, "Close Reading in the Urban Classroom: A Teacher's Introspection," *Networks: An Online Journal for Teacher Research* 21, no. 1 (2019): 1–17, <https://doi.org/10.4148/2470-6353.1266>.

design which encounters two variables interconnected to understand the use of close reading strategy.

The fifth related study was conducted by Cecep and Yuyu which discussed about the use of close reading strategy to improve students' reading comprehension.<sup>20</sup> This study used the eight grade students of SMP PGRI warungkondang consist of 20 students as the subject of the study, while the writer's study takes the students of senior high school. In addition, the object of the study was generally focused to the students' reading comprehension while the writer's study will focus to the students' reading comprehension in biographical recount text.

The sixth related study was the study about the use of close reading strategy in reading literary nonfiction text that was conducted by Matthew.<sup>21</sup> In this study, the writer described an approach for implementing close reading of literary nonfiction. The result of the study was that the approach described in detail is a three-column journal used for guiding students in the close reading of literary nonfiction. The difference between the past study and the writer's study is the object of the study. The past study described the proper approach of applying close reading strategy toward literary nonfiction text, while the present study will apply the close reading strategy without any approach.

The seventh relevance study was the study about the use of strategies and questioning outlined that can help the students understand how close reading of

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<sup>20</sup> Cecep Munawar Payumi and Yuyu Fatimah Hartati, "The Use of Close Reading Technique to Improve Students' Reading Comprehension," *PROJECT (Professional Journal of English Education)* 1, no. 3 (2018): 187, <https://doi.org/10.22460/project.v1i3.p187-194>.

<sup>21</sup> Matthew McConn, "Close Reading of Literary Nonfiction: The Three-Column Journal," *The Clearing House: A Journal of Educational Strategies, Issues and Ideas* 91, no. 2 (2018): 66–71, <https://doi.org/10.1080/00098655.2017.1386001>.

text help them to gain a deeper understanding of the content being read. The result of this study shows that using strategies such as formulating questions, analyzing key events, analyzing text structure, determining word meanings, determining central idea, drawing inferences, determining why author wrote the text, and evaluating the text with what we already know enables students to think more deeply about their reading.<sup>22</sup>

The last relevance study is the study about the use of close reading strategy to improve students' reading comprehension conducted by Darmawan.<sup>23</sup> The result of this study shows that there was significant effect of close reading strategy on students' reading comprehension. The subject of this study was the tenth grade students at SMAN 1 Kapongan in academic years 2017/2018 while this current research will use the eleventh grade of senior high school. This study concluded that close reading strategy can help students to understand the paragraph deeply.

The previous studies present the similar study of the writer. The result of previous studies show that close reading strategy plays the important role in improving students' reading comprehension and engagement and also helps the reader to deeply analyze the text. The previous studies dominantly discuss about the way of applying close reading in the classroom rather than conduct the experiment of close reading as the treatment strategy to read a text. There are two previous studies that conducted the experiment of close reading strategy to improve students' reading comprehension but does not specify or focus toward

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<sup>22</sup> Doreen Saccomano and Marist College, "How Close Is Close Reading?," *Texas Journal of Literacy Education* 2, no. 2 (2014): 140–47, <http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ1110947&site=ehost-live>.

<sup>23</sup> Putri Febri Darmawan, "The Effect of Close Reading Strategy on Students' Reading Comprehension," *Ta'dib* 22, no. 1 (2019): 51, <https://doi.org/10.31958/jt.v22i1.1434>.

one type of text. Therefore, the objective of this research is the experiment of applying close reading strategy toward students' reading comprehension on biographical recount text. The previous studies give an expectation that close reading strategy can be applied in teaching and learning process especially teaching reading on biographical recount text.

According to the previous explanations, the research is conducted entitled "The Influence of Close Reading Strategy toward Students' Reading Comprehension on Biographical Recount Text of the Second Semester of the Eleventh Grade at MA Raudhotul Jannah Sidokerto Lampung Tengah in 2020/2021 Academic Year".

### **B. Identification of the Problem**

Based on the background of the research, there are several problems found below:

1. Students' reading comprehension is low.
2. The students have difficulties in comprehending the text.
3. The teacher's strategy is less effective for students.

### **C. Limitation of the Problem**

There are several problems according to the identification of the problems above. The research was limited on the influence of close reading strategy toward students' reading comprehension on biographical recount text of the second semester of the eleventh grade at MA Raudhotul Jannah Sidokerto Lampung Tengah in 2020/2021 academic year.

#### **D. Formulation of the Research**

Based on the limitation of the problem, it can be formulated that: Is there any significant influence of using a close reading strategy toward students' reading comprehension on biographical recount text of the second semester of the eleventh grade at MA Raudhotul Jannah Sidokerto Lampung Tengah in 2020/2021 academic year?

#### **E. Objective of the Research**

The research is conducted to know whether there is a significant influence of using a close reading toward students' reading comprehension on biographical recount text of the second semester of the eleventh grade at MA Raudhotul Jannah Sidokerto Lampung Tengah in 2020/2021 academic year.

#### **F. Significance of the Research**

The significance of this research is expected to give a theoretical and practical uses in education as follows:

##### **1. Practical contribution**

###### **a. For the English teacher**

The result of this research is predicted to encourage the teacher in applying the new strategy in improving students' reading comprehension on biographical recount text.

###### **b. For students**

The result of this research is predicted to make the students easy in comprehending the text

###### **c. For further researcher**



The result of this research is predicted to encourage further researcher for applying close reading strategy on the different aspect or component of English in different level of students.

2. Theoretical contribution: The result of this research is predicted to give new information about close reading strategy.

### **G. Scope of the Research**

The scope of the research is conducted as follows:

1. Subject of the Research: The second semester of the eleventh-grade at MA Raudhotul Jannah Sidokerto Lampung Tengah.
2. Object of the Research: The use of close reading strategy on students' reading comprehension of biographical recount text.
3. Place of the Research: MA Raudhotul Jannah Sidokerto Lampung Tengah.
4. Time of the Research : At the second semester in the academic year of 2020/2021.

## CHAPTER II FRAME OF THEORY

### A. Concept of Reading

#### 1. Definition of Reading

Few of us know the nature of reading even it becomes the common activity of students to access knowledge and information. The source of knowledge is often found in the written form so that reading becomes a key factor of knowledge. Nunan states that reading is defined as an activity of making the logical meaning of written texts.<sup>24</sup> The statement explains that reading is the activity to critically analyze words to get the message from it.

Reading literally brings reader into the story of the text.<sup>25</sup> It means that when we read the text, we have to come near to the text to know the purpose of the writer writes the word. The reader has to immerse themselves in the text to build the meaning of text.

An interaction between reader and text is called reading activity.<sup>26</sup> Reading is categorized as an active process because it involves two components interacted, reader, and text. To construct the meaning of text, the reader does not simply read the text as it is written, but it is a more complex process that involves an active reader. Morellion argues that reading is combination of constructing meaning

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<sup>24</sup> Linse and Nunan, *Practical English Language Teaching\_ PELT Young Learners*. (New York: mcGraw-Hill ESL/ELT, 2005).

<sup>25</sup> Taqiyuddin, "The Effect of Using Close Reading and GIST Strategies on Students' Reading Comprehension at Health Vocational High School Pekanbaru." *Journal of English and Arabic Language Teaching (J.E.A.L.T)* 9, no. 1 (2018): 16–35.

<sup>26</sup> Alderson J. Charles, *Assessing Reading Cambridge Language Assessment* (Cambridge: Cambridge University Press, 2000).

from print and visual information.<sup>27</sup> It states that when we read, we do read the visual object provided in the text such as pictures and graphs.

From several definitions, it can be derived that reading refers to an active process of interaction between reader and text, encourage the reader to deeply immerse into the text, and read the visual information of it to comprehend the content.

## 2. Reading Comprehension

When we read, the ultimate outcome will be gained is comprehension. Pearson says that several processes in reading are aimed to get reading comprehension.<sup>28</sup> It explains to us without comprehension the readers do not get anything from reading activity. It is the heart and goal of the act of reading. A various purposes in reading can be reached with reading comprehension.

Reading comprehension is a complex process because it involves many abilities to be applied during reading.<sup>29</sup> The readers have be able to guess unstated idea in the text, guess the proper meaning of vocabulary according to the context, then combine them to have a text means something. Wainwright classifies the factors that affect reading comprehension into several factors they are speed of reading, reading purpose, the nature and layout of the material, and the reading context.<sup>30</sup> These factors affect reader in building meaning of the text.

Caldwell states that to get reading comprehension, the reader has to pass several processes. The first, the reader has to read the text then translate it in their

<sup>27</sup> Moreillon, *Collaborative Strategies for Teaching Reading Comprehension*.

<sup>28</sup> Lilly Fernandes and Q. Hadi Nora Alsaeed, "Using English Literature for the Teaching of English," *International Journal of English Language and Literature Studies* 3, no. 2 (2014): 126–33.

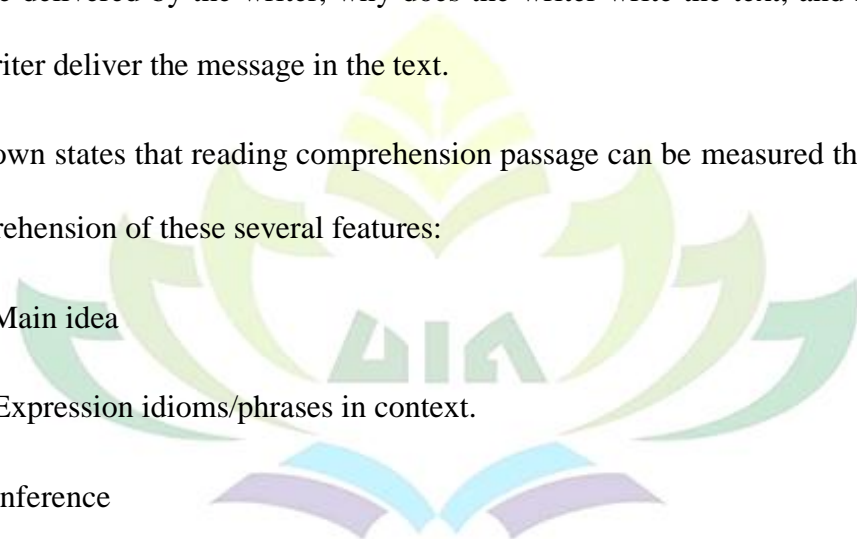
<sup>29</sup> Gordon Wainwright, *How to Read Faster and Recall More* (Beggrook: How to Books, 2007), <http://library1.nida.ac.th/termpaper6/sd/2554/19755.pdf>.

<sup>30</sup> Ibid.

minds. The second, the reader has to match the word pronunciation to its proper meaning then combine them to have a logical meaning of text.<sup>31</sup> It means that the reader has to critically integrate words, letters, and sound patterns to get the proper meaning of the text.

Grabe argues that in reading comprehension, the reader's previous knowledge is necessary to build the meaning of text.<sup>32</sup> The background knowledge of readers is needed in understanding the text. It leads the reader to guess what the message will be delivered by the writer, why the writer wrote the text, and how the writer delivered the message in the text.

Brown states that reading comprehension can be measured through the comprehension of these several features:

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- a. Main idea
  - b. Expression idioms/phrases in context.
  - c. Inference
  - d. Grammatical features.
  - e. Stated detail
  - f. Unstated detail
  - g. Supporting idea
  - h. Vocabulary in context<sup>33</sup>

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<sup>31</sup> Schudt JoAnne Caldwell, *Comprehension Assessment, Insights into Second Language Reading* (New York: The Guilford Press, 2012), <https://doi.org/10.1017/cbo9781139524841.013>.

<sup>32</sup> William Grabe, *Reading in a Second Language: Moving from Theory to Practice*, ed. H. Michael Long and C. Jack Richards, *Cambridge Applied Linguistics* (New York: Cambridge University Press, 2009).

<sup>33</sup> H. Douglas Brown, *Language Assessment Principles and Classroom Practice, Book* (Pearson, Longman, 2004).

It can be inferred that reading comprehension can be gained through the interaction between the reader and the written symbol in the text by the use of the reader's cognitive skill and prior knowledge. The reading comprehension features as stated before are interconnected one each other so that the reading comprehension is constructed well. Shrum & Glisan do state that there are variables that affect reading comprehension.<sup>34</sup>

1. Students' background knowledge
2. Students' learning strategy
3. Reading purpose
4. Length of the text
5. Kind of text
6. How do they learn new vocabulary in the text

It means reading comprehension is the combination comprehension both inside and outside the text. The variables are the important part of text which has to be mastered or understood by the reader to achieve reading comprehension. According to several explanations, reading comprehension is gained through complex processes which aim to construct the meaning of text. It is gained through the combination of reading comprehension features critically so that the reader able to get the comprehension of the text well.

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<sup>34</sup> Novary Maria Ngabut, "Reading Theories and Reading Comprehension; Review and Discussed," *Journal on English as a Foreign Language* 5, no. 1 (2015): 25–35.

### 3. Teaching Reading

Teaching is an activity of someone giving knowledge to others and facilitating them to get the knowledge completely. Brown argues that the activities of guiding, facilitating, and enabling the learner to learn are categorized as teaching.<sup>35</sup> In detail, teaching includes how does the teacher deliver knowledge to the students, how well does the teacher set his/her class to be comfortable class, chooses the appropriate teaching strategy to be applied in teaching and learning process.

The teacher improves students' ability in reading English text by guiding them in learning reading. Many persons try to have good reading ability to provide their career, knowledge, and experience. Harmer says that the activities which can increase students' reading ability is good to be applied.<sup>36</sup> One of activities can be applied to increase their reading ability is by teaching them in reading. There are several principles that should be paid attention by the teacher in teaching reading. These principles guide the teacher how to teach their learners properly:

- a. Reading is not a passive skill to do it successfully the reader has to understand what the words mean, see the picture the word are painting and understand the arguments.
- b. Students need to be engaged with what they are reading
- c. Students should be encouraged to respond to the content of reading text

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<sup>35</sup> H. Douglas Brown, *Principles of Language Learning and Teaching*, San Fransisco University (New York: Pearson Education Longman, 2000).

<sup>36</sup> Jeremy Harmer, *How To Teach English* (Harlow: Pearson Education Limited, 1998).

- d. Prediction is a major factor in reading. Teachers should give students ‘hints’ so that they can predict what’s coming too. The hints usually is placed on the book cover, headline, and the word processed page.
- e. Match the task to the topic
- f. Good teachers exploit reading texts to the full. The teachers integrate the reading texts into interesting class sequences and using the topic for discussion.<sup>37</sup>

By seeing to the principles, the teachers can manage their class into the proper need of students. The teacher should be active teacher that provides the tool, media, and steps in reading so that the reader can comprehend the text clearly.

## **B. Concept Genre of Text**

The constructing alphabet written on the paper which is usually read by a person is mentioned as a text. The text is created by the event happen around the social condition. This statement is supported by Knapp and Watkins by their two perspectives to define a text they are a thing that can be recorded and analyzed or an outcome of socially production.<sup>38</sup> This statement states text in broad meaning so that reader understands that the text is not as simple as they seen.

Besides, the text is a part of the language which plays an important role in communication because it helps communicator to deliver information to others. Knapp and Watkins do state that a text in communication can easily found in daily life such as a greeting between friends in the street, a television advertisement, a

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<sup>37</sup> Ibid.

<sup>38</sup> Peter Knapp and Megan Watkins, *Genre, Text, Grammar: Technologies for Teaching and Assessing Writing* (Sydney: University of New South Wales Press Ltd, 2005), <http://library1.nida.ac.th/termpaper6/sd/2554/19755.pdf>.



novel or a film and so on.<sup>39</sup> Thus a text becomes a part in language practice especially to deliver information, knowledge, etc.

Nunan defines genre as the categorization of language use that useful for helping us to understand the nature of language in use including the issue of predictability.<sup>40</sup> It means that a genre is a place of text model which can be identified by seeing the language use and the content of the text. Knapp argues that an organizing concept for our cultural practices is defined as genre.<sup>41</sup> The statement explains that genre is a concept of text which used to organize the different cultural practices of language. A variety of texts such as procedure, descriptive, recount, narrative, report, news item, analytical exposition, hortatory exposition, discussion, review, and public speaking/explanation are taught in senior high school. These varieties are called as genre.

It can be inferred that genre is the categorization of text based on the language use and content of text. It makes the text is classified into different kinds according to the purpose of text it self. Gerot and Wignell classify the genre of text into thirteen categories they are:<sup>42</sup>

### 1. Spoof

A spoof is defined as the genre of text which retells an event

### 2. Recount

<sup>39</sup> Taqiyuddin, "The Effect of Using Close Reading and GIST Strategies on Students' Reading Comprehension at Health Vocational High School Pekanbaru."

<sup>40</sup> David Nunan, *Language Teaching Methodology: A Textbook for Teachers*, ed. N. Christopher Candlin (Prentice Hall, 1991).

<sup>41</sup> Knapp and Watkins, *Genre, Text, Grammar: Technologies for Teaching and Assessing Writing*.

<sup>42</sup> Gerot and Wignell, "Making Sense of Functional Grammar," in *Making Sense of Functional Grammar*, 2nd ed. (New South Wales: Gerd Stabler, 1995), 198.

The definition of recount is a text which retells events to inform or entertain.

Five types of recount are biography recount, factual recount, personal recount, historical recount and imaginative recount.<sup>43</sup>

### 3. Report

The report is a text which contain of describing something regarding a natural event and social phenomena in the environment.

### 4. Analytical exposition

A text to persuade the reader about something interesting

### 5. News item

News item is defined as a text to inform readers about newsworthy and important events.

### 6. Anecdote

Anecdote is defined as a text containing of an unusual or amusing incident.

### 7. Narrative

Narrative is defined as a text to entertain, amuse, and figure the experience of person. This text is began from an orientation, crisis, and resolution.

### 8. Procedure

Procedure text is defined as an instructional text to describe how something is accomplished through a sequence steps or ways.

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<sup>43</sup> Imeda Meike Wachyu and Dwi Rukmini, "The Effectiveness of Project Based Learning and Problem Based Learning for Teaching Biography Text Writing to Highly and Lowly Motivated Students," *Journal of Chemical Information and Modeling* 53, no. 9 (2015): 61–71, <http://journal.unnes.ac.id>.

## 9. Descriptive

Descriptive text is a text to describe a particular thing, person, and place

## 10 Hortatory exposition

Hortatory exposition is defined as a text to persuade the reader about something should or should not be important case.

## 11 Explanation/Public Speaking

Explanation text is kind of speech text to produce speech sounds.

## 12 Discussion

Discussion is defined is a text that focus to present issues, at least two point of views about an issue.

## 13. Review

Review is defined as a text that contain of critique to something which is aimed to the public audience. It can be found at TV, books, operas, and social media.

From the explanations, there are many genres of text that have to be known by the reader. Readers have to understand the characteristic of each genre so that they able to determine what genre of text they have read. It is useful for them in selecting the certain text will be read so that the text fulfills their reading purpose. In this research recount is the genre of text that will be used by the researcher in conducting the research.

## C. Concept of Recount Text

### 1. Definition of Recount Text

Anderson states that recount text is a text that retells the past event which relates to the factual event happened.<sup>44</sup> It means that recount is telling around someone's history because it retells past events. The past story and experience are the source to make a recount text. The text tends to use adverbs of time and place to sequence the story. Recount text is focused to the sequence of the events that make the story clear and understandable.<sup>45</sup>

Recount text is aimed to tell and entertain the reader through the past experience and events happened to a person.<sup>46</sup> It is clearly stated the text is created to retell and entertain readers. While saragih states that retelling the past events and experience is purposed to inform and entertain readers.<sup>47</sup> It means that the text contains of useful information or innovation for other person. From several explanations, it can be inferred that recount text is a text that retells the past event which aims to inform and entertain readers with the use of adverb of time and place to make the sequential story.

### 2. Types of Recount Text

According to Derewianka, recount text is divided into several types as follow:

#### 1. Personal recount

<sup>44</sup> Atikasari Husna and Akhmad Multazim, "Students' Difficulties in Writing Recount Text at Inclusion Classes," *LET: Linguistics, Literature and English Teaching Journal* 9, no. 1 (2019): 52–76, <http://jurnal.uin-antasari.ac.id/index.php%0ASTUDENTS>'.

<sup>45</sup> Ibid.

<sup>46</sup> Siti Shopiah and Resi Anggraeni, "Teaching Recount Text Through Scrabble Game," *PROJECT (Professional Journal of English Education)* 1, no. 3 (2018): 201, <https://doi.org/10.22460/project.v1i3.p201-206>.

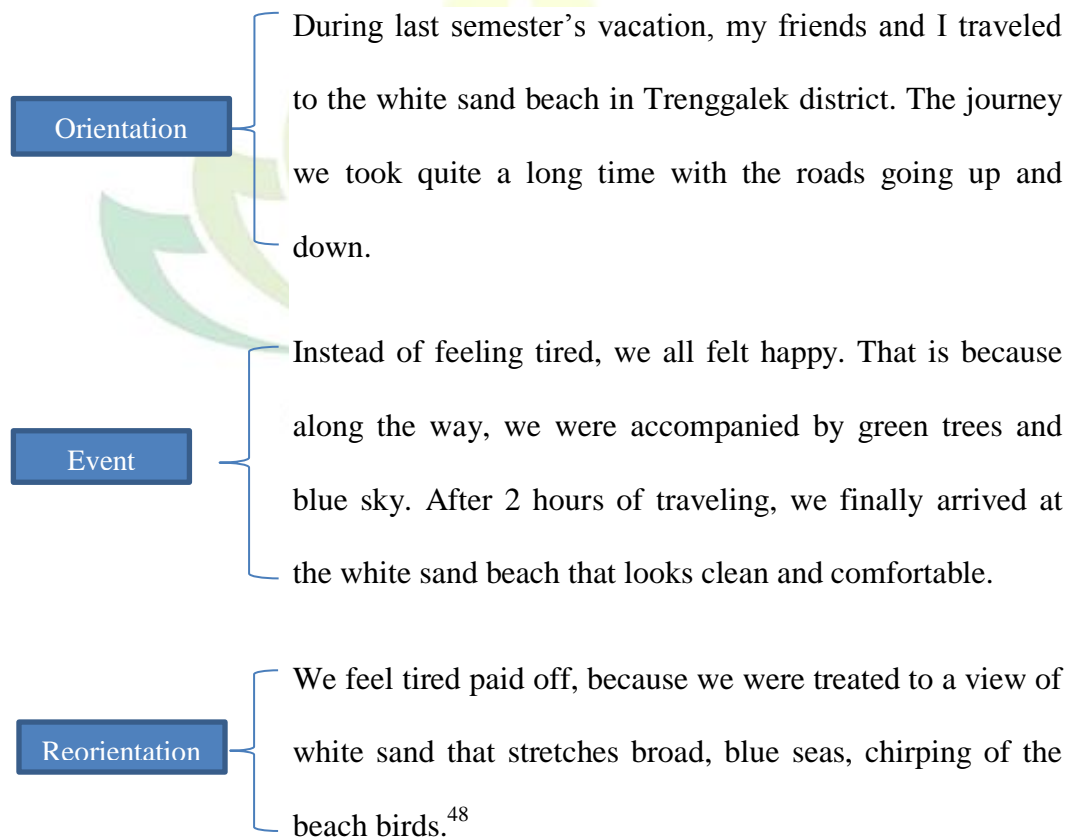
<sup>47</sup> Deska Utami, Riny Dwitya Sani, and Astuti Pratiwi, "The Effect of Teaching Diary in Recount Text (at SMAN 10 Mukomuko Academic Year 2017/2018)," *Program Studi Pendidikan Bahasa Inggris STKIP PPGRI Sumatera Barat*, 2018.

Personal recount is a recount that retelling the writer's activity which play the writer as the main subject of the story. It can be seen in oral anecdote and diary entry.

Language features of personal recount are mentioned below:

- a. The use of first pronoun such as I, and we
- b. Personal response of the event is important to be used at the end of the text.
- c. The use of details to add interest and humor

The example of personal recount:



<sup>48</sup> Admin, "4 Jenis Recount Text", [4 Jenis Recount Text dan Contoh \(Inggris dan Indonesia\) \(belajargiat.id\)](https://belajargiat.id) (Accessed on 26 January 2021)

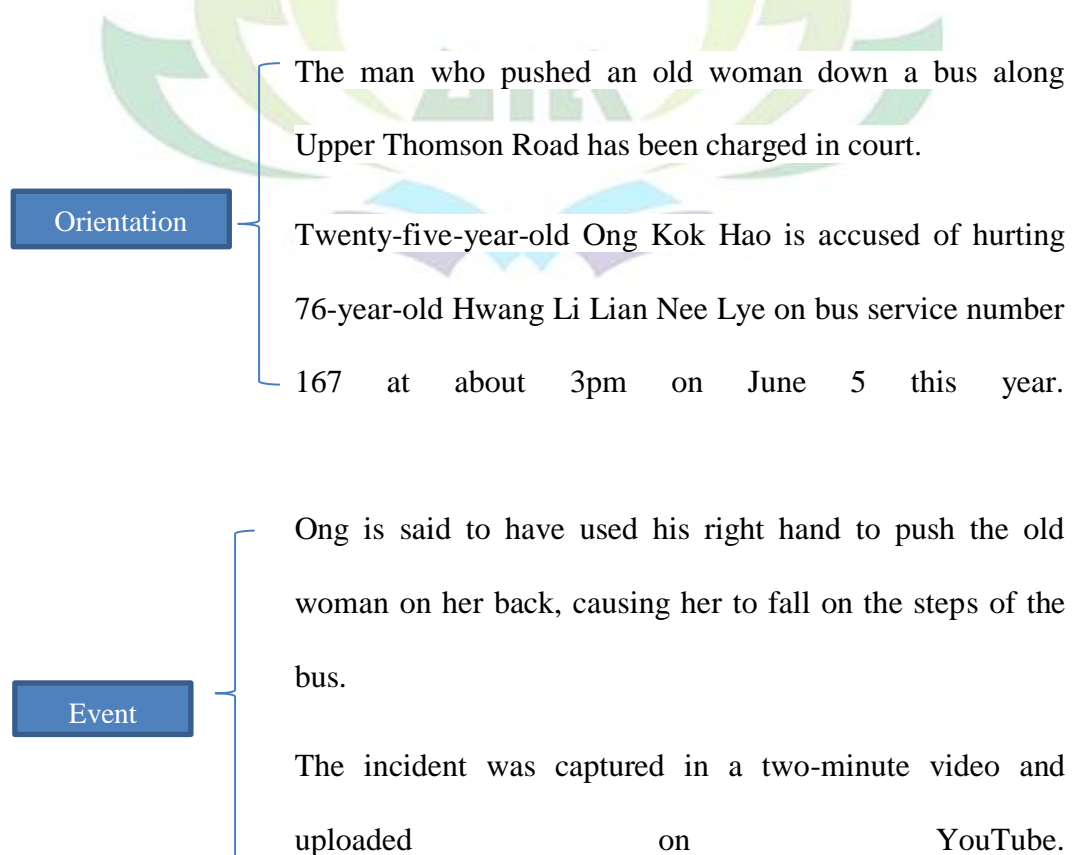
## 2. Factual recount

The recount that tells about the factual event happens such as an accident, news report, police report, report of science experiment, and historical report.

There are several language features of factual report as follows:

- a. Using the third pronouns such as he, she, it, and they
- b. The details are chosen to make the text understandable.
- c. The ending of text describes the outcome of events/activity.
- d. The details of time, manner, and place are important to be stated
- e. The use of descriptive details and passive voice to make the information in the text precise. The writer also can add the explanation of the details.

The example of factual recount:



The video shows Ong suddenly flying into a rage at Madam Hwang for pressing the bell at the last-minute along Upper Thomson Road.

#### Reorientation

A shouting match then ensued and during the heated spat, Ong threatened to slap the woman, before pushing her down the bus.

Ong's lawyer Eddie Koh will be making representations to the court. The case will next be mentioned in December.<sup>49</sup>

### 3. Literary/imaginative recount

Imaginative recount is a recount to entertain the reader by entailing the factual events in the world as real as possible. Imaginative recount gives details of what might have happened in the past. It means that imaginative recount describes an imaginary role and gives details of imaginary events. The language feature of this recount is the use of specific detail, motion language, and first pronoun.

The example of imaginative recount:

#### Orientation

I had memorable adolescence when I was fourteen

#### Event

I called it memorable because everything happened in that era. First, I had a breakout. Acne showed up on my entire face, especially my cheek. I was afraid to come out of my house and meet my friends as I was so embarrassed about my skin condition. Second, I had a crush. But since my face

<sup>49</sup> Handy, "Kinds of Text, Recount Text : Definition, Purposes, Generic Structures, Language Features, Text Kinds", [Kinds of Text, Recount Text : Definition, Purposes, Generic Structures, Language Features, Text Kinds - mediainggris.com - mediainggris](http://Kinds of Text, Recount Text : Definition, Purposes, Generic Structures, Language Features, Text Kinds - mediainggris.com - mediainggris), (Accessed on 26 January 2021)



was covered by acne, I have to let my crush go without even try to know him. Third, because of my acne, I got bullied at school. I was sad. Fortunately, Mom gave me good medicine to get rid of the acne. It takes quite a while until my face is clean from the acne, so I promised myself to wash my face before sleep so the acne won't come back.

Reorientation

That was my bad experience with adolescence, though there were still lots of good experiences too.<sup>50</sup>

#### 4. Biographical recount

Biographical recount is a text telling about person's life by using the third person narrator such as she, he, it, and they. Biographical recount contains factual history or story life of person. The text is concluded by the final achievement of the subject.<sup>51</sup> Caine and Lee state that biography is one of the genres that tell the life story of person in the context of history.<sup>52</sup> While Diana and Betsy Sisson do state in their book, autobiography and biography are detailing a true depiction of a real person's life.<sup>53</sup> The statements are clearly stated that a biography text deal with the real-life story of a person that focuses on context of a historical event.

Biography is the study of the real individual. It is a generic term, covering the multitude of ways in which we record individual human lives, past and present. How we seek to make sense of them about the course of their life's journeys on

<sup>50</sup> *Ibid*, Handy (Accessed on 26 January 2021)

<sup>51</sup> Shopiah and Anggraeni, "Teaching Recount Text Through Scrabble Game."

<sup>52</sup> Michal Honig and Dan Porat, "Reading Biographical Texts: A Gateway to Historical Disciplinary Reading," *Journal of Curriculum Studies* 51, no. 5 (2019): 619–42, <https://doi.org/10.1080/00220272.2019.1567821>.

<sup>53</sup> Sisson and Sisson, *Close Reading in Elementary Schools*.

this earth, their development as individuals, and what happened to them.<sup>54</sup> It means that biography text includes someone's history achievement, life experience, and even life tragedy.

Biographical reading passage is included in the reading textbooks which becomes English Language Teaching (ELT).<sup>55</sup> It means that biographical text becomes one of the learning materials provided in the textbook. The purpose of a biographical recount text is to entertain, motivate and inform the reader through the experience and life story of person in the text.

According to the various statements, it can be inferred that biographical recount text is the text that retell the story life of person/figure in the historical context which aimed to entertain and motivate the reader through the experience, knowledge, and achievement of the person/figure in the text. The text is one of the reading materials included in learning English so that it is quite familiar or often found by the students in the classroom.

Those previous explanations inform us that many types of recount text should be known. Each type have different characteristic such as its purpose and language use. In this research, the biographical recount text will be the material of text to be researched.

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<sup>54</sup> Nigel Hamilton and Hans Renders, *The Abc of Modern Photography* (Amsterdam: Amsterdam University Press, 2018).

<sup>55</sup> Sally1 La Luzerne and Jean2 Kirschenmann, "Engaging Language Learners with Biography-Based Lessons, Units, and Courses," *English Teaching Forum* 56, no. 3 (2018): 13–25, <http://proxy.libraries.smu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ1191435&site=ehost-live&scope=site%0Ahttp://proxy.libraries.smu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=eue&AN=131713473&s>.

### The example of biographical recount text

Juan Rodriguez Cabrillo<sup>56</sup>

#### Orientation

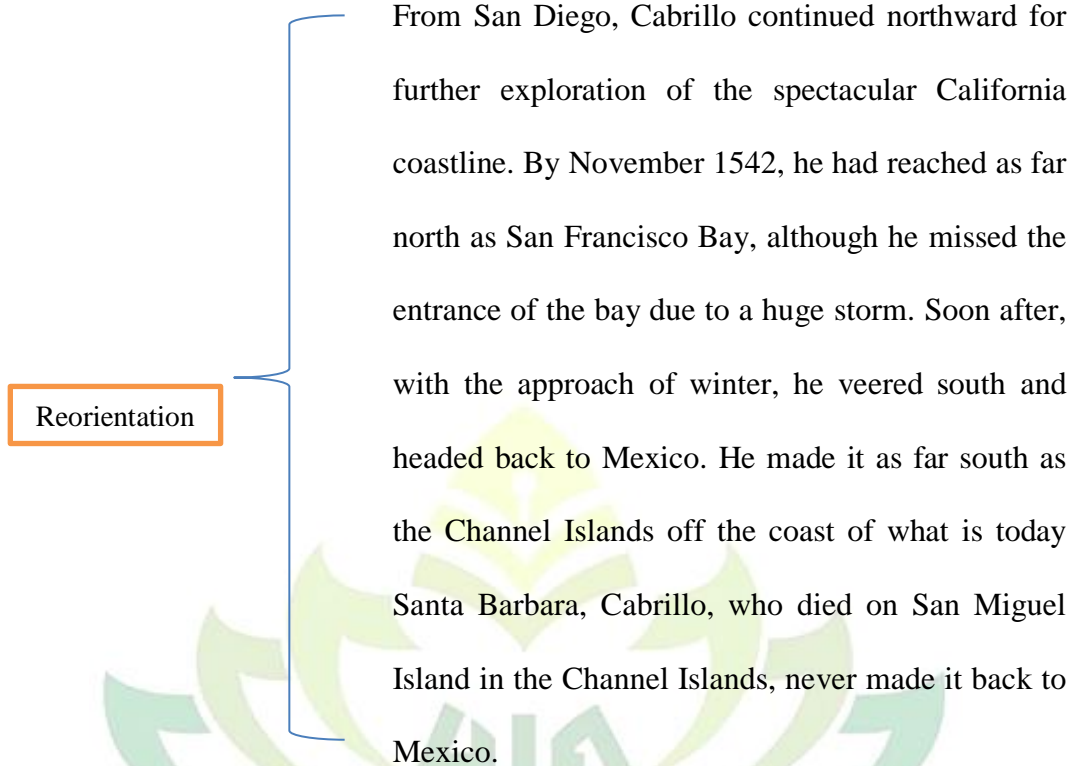
Juan Rodriguez Cabrillo was a Portuguese-born explorer who is credited with the exploration of the coast of what is today the state of California. Sketchy military records from the period show that early in his career he served with the Spanish army from 1520 to 1524 in Spain's quest for subjugation of the people in what are today Cuba, Mexico, and Guatemala.

#### Event

Little is known of his activities over the next decades, but apparently he succeeded in rising up through the ranks of military in 1541, he was ordered by Antonio de Mendoza, the Spanish ruler of Mexico, to explore the western coast of North America. Cabrillo set out in June of 1542 in command of two ships, the *san Salvador* and the *Victoria*, he reached San Diego Bay on September 28, 1542, and claimed the terrain for Spain. The peninsula where he landed is today named Cabrillo Point in his honor. The area has been established as a national monument and park, and local residents

<sup>56</sup> Deborah Phillips, *Longman \_Complete Course for the TOEFL TEST* (New York: Pearson Education Longman, 2001), <http://www.ucarecdn.com/51b6cb8c-cfc0-4f74-ba83-de2024a3aec7/>.

each year hold celebration and reenactment of Cabrillo's landing.



### 3. Generic Structure of Recount Text

Recount text consists of three parts, orientation, events and reorientation. It is explained as follow:

#### 1. Orientation

Recount begins by telling the reader who was involved, what happened, the location took place, and the time of the event. Orientation gives the reader the background information needed to understand the text and they would recognize the scene-setting and the context of the text.

#### 2. Events

Event is the main activity that occurred in the story of the text. Sometimes, additional details are added to give information to the reader.

### 3. Reorientation

Reorientation is a closing step of a statement that includes elaboration. Several recount texts also have a concluding paragraph. In this concluding paragraph, the writer could give a personal comment or statement.<sup>57</sup>

According to the statements, it can be concluded that recount text is a passage that contain of the past event, experience, and life story of someone which aimed to entertain and inform the reader. Recount text consists of three sections they are orientation, events, and reorientation. Orientation is the introducing part of who was involved, the event of story, the location, and the time of the event. Event is the main part that explains the event of the story. The last part is reorientation which restates the important part of story or gives personal comment.

### 4. Language Feature in Recount Text

Language feature is the important part in recount text because it characterizes the text. There are several language fatures that make the text is comprehensible.

- a. The use of nouns and pronouns to identify such as animals, people and something
- b. The use of past event verbs refers to the events
- c. The use of simple past tense to located events in relation to experience's time
- d. The use conjunctions and time connectives to make sequential the event
- e. The use of adverb and adverbial phrases to indicate place and time
- f. The use of adjective to describe noun<sup>58</sup>

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<sup>57</sup> Husna and Multazim, "Students' Difficulties in Writing Recount Text at Inclusion Classes."

<sup>58</sup> Ibid.

According to the explanations, it can be concluded that the language feature of recount text tend to use the past verb in retelling the past events happened. The conjunction and also time connectives become the characteristic of recount which can arrange the events of the story into sequential event.

## **5. Reading Comprehension in Biographical Recount Text**

Comprehension is the output of reading process because without comprehension the reader does not receive the information, message, and knowledge from text. Although the various reading texts are read by the reader, it is useless if the reader does not comprehend it. Brown identifies several features that cover reading comprehension of the text such as the main idea, expression /idiom, Inferences, language features Stated details, unstated details, supporting sentences, and understanding the vocabulary in context.<sup>59</sup> Following these features, reading comprehension is covered by constructing the meaning of each sentence. Therefore getting a comprehension of the text is not easy.

Derewianka states that the purpose of biographical recount text is to tell the life story and experience of person by the use of the third person narrator (she, he, and they).<sup>60</sup> It explains that biographical recount is retelling the experience and history of someone's life. The text is produced to inform the reader about the life of a person's famous in that environment for instance president, public figure, nationalists, etc.

According to the explanations, it can be derived that reading comprehension in biographical recount text means the process of getting the message of text that

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<sup>59</sup> Brown, *Language Assesment Principles and Classroom Practice*.

<sup>60</sup> Shopiah and Anggraeni, "Teaching Recount Text Through Scrabble Game."

retells about the life story of person by understanding each feature of reading comprehension such as unstated detail, stated detail, topic, etc. reader can construct the meaning of the text clearly and get reading comprehension. Grabe states that component features work together to build reading comprehension.

#### **D. Concept of Close Reading Strategy**

##### **1. Definition of Close Reading Strategy**

A close reading strategy is defined as the reading strategy which can encourage the reader to have a critical analysis of the text. Close reading is the deep examination of the text structure such as how the text is organized, the selection vocabulary, detail of vocabulary concept, arguments, and the inference of the sentence.<sup>61</sup> Besides, how part students have to deep analyze the text is varied. Students have to deep analyze the word choice in the passage, imagery, tone, form, and rhetorical devices to analyze how the meaning of vocabulary is constructed.<sup>62</sup>

Sisson defines close reading as the re-reading activity of short pieces of text and deep analyze to the text structure. It is the certain way to build the meaning of text so that the reader can uncovers, understands the information and ideas, and enables to interact with the text.<sup>63</sup> In other word, the strategy encourages the reader to have the deep comprehension of the text. The strategy is aimed to improve students' reading comprehension especially at the complex literary and informational passage proficiently and independently. The strategy also facilitates

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<sup>61</sup> Baker and McEnery, LillianNadel, "Building the Foundation for Close Reading with Developing Readers."

<sup>62</sup> Sisson and Sisson, *Close Reading in Elementary Schools*. Routledge, First (New York: Routledge, 2014), <https://doi.org/10.1002/TRTR.01117>.

<sup>63</sup> Ibid.



students' to improve their habit in reading independently and closely that will support their future career.

According to the previous definitions, it can be concluded that close reading is reading strategy that encourages the reader to read the text in several times in order to deeply analyze the structure of text such as vocabulary, the details of vocabulary concept, arguments, and the inference of the sentence so that the reader can uncover, understands the information and idea of the text.

## **2. Procedure of Close Reading Strategy**

There are several steps in applying close reading strategy. Sisson said that with a clear instructional purpose set for the close reading of a passage, each reading, or reading cycle, centers on a question or task that moves the student closer and closer to the instructional target.<sup>64</sup> Moss, Lapp *et al* mention in detail the students' practices in the close reading strategy as follow:

### **a. During the Session**

1. Read, analyze, and annotate the text for a specific purpose.
2. Engage in focused collaborative conversations that address an identified purpose.
3. Complete first cycle of reading and present question.
4. Reread to expand understanding about the text
5. Converse with others to share interpretation and seek clarity.
6. Complete second cycle of reading and present question.
7. Reread and continue collaboration as needed until a deep understanding of the text features and author's message is achieved.

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<sup>64</sup> Ibid.

8. Complete third cycle of reading and present question.
- b. Beyond the Session
1. Complete a best use activity to illustrate a deep understanding and use of the text information.
  2. Understand the value of the practice of close reading well enough to apply it without the involvement of others.<sup>65</sup>

### 3. Advantages of Close Reading Strategy

According to the previous explanation, close reading strategy have several excesses. The writer has summarized the advantages of applying close reading strategy from several opinions below:

- a. The reader can be an independent reader because the reading activity begins with students independently “having a go” at the text—reading it on their own to get the gist or grasp its general message.<sup>66</sup>
- b. Readers can actively understand what kind of text they are read through the deep analysis to the ideas, vocabularies, text structure, and the purpose of text.
- c. Teachers minimally introduce the text, because the strategy encourages the reader to read and make sense of what the text says for them selves.<sup>67</sup>
- d. This strategy will encourage students to acquire the habits of reading independently and closely, which are essential to their future success.<sup>68</sup>

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<sup>65</sup> Moss, Lapp, and Maria, *A Close Look at Close Reading. Library of Congress Cataloging-in-Publication Data*, vol. 53 (Alexandria: ACSD, 2015).

<sup>66</sup> Ibid.

<sup>67</sup> Taqiyuddin, “The Effect of Using Close Reading and GIST Strategies on Students’ Reading Comprehension at Health Vocational High School Pekanbaru.”

<sup>68</sup> Sisson and Sisson, *Close Reading in Elementary Schools. Routledge*, First (New York: Routledge, 2014), <https://doi.org/10.1002/TRTR.01117>.

To conclude, many advantages are gotten from applying the close reading strategy. It proves that the close reading strategy is available for teaching reading in the class.

#### 4. Disadvantages of Close Reading Strategy

The close reading strategy does have disadvantages following its procedural work. It can be seen as follows:

- a. The close reading strategy is only used toward complex text.<sup>69</sup>
- b. The strategy spends much time because it involves multiple reading cycles.<sup>70</sup>
- c. The possibility of unconditional class, because the strategy provides time for discussion.

Close reading strategy is not the perfect strategy because it has several weaknesses as mentioned before. The weaknesses can decrease students' reading comprehension because they feel uncomfortable with the strategy. The weakness number one in this research was solved by the use of biographical recount text in which according to Moss, Lapp, *et al* the text is one of the recommended and referenced text to be used in close reading strategy.<sup>71</sup> Biography is one of the informational text genres that is considered to be more complex and challenging than other text. It is supported by Sisson and Sisson that nonfiction texts tend to be more challenging for readers for a number of reasons. First, they often demand a certain level of prior knowledge about the material. Second, the vocabulary

<sup>69</sup> Nelson, "Close Reading in the Urban Classroom: A Teacher's Introspection."

<sup>70</sup> Fisher and Frey, "Student and Teacher Perspectives on a Close Reading Protocol."

<sup>71</sup> Moss, Lapp, and Maria, *A Close Look at Close Reading. Library of Congress Cataloging-in-Publication Data*, vol. 53 (Alexandria: ACSD, 2015).

tends to be more academic and littered with multisyllabic words, which increases text complexity. Third, in contrast to the sequence of events text structure found in literary genres, the text structures vary among informational genres and so require a greater working knowledge of how their respective structures influence the delivery of the information. Fourth, the central idea may be ambiguous if the reader does not understand the author's purpose in writing (information versus opinion writing). Fifth, students may not be motivated to read for information about a given topic if they have no interest in it.<sup>72</sup>

The weakness number two according to Fisher and Frey can be solved through a good preparation on three key points of close reading strategy they are the first is text selection that appropriate for students. The second is text dependent question which focused on vocabulary, text structure, author's purpose, inferences, opinions and arguments of the reader. The third is redefining a good teacher who has experienced and comprehended the close reading strategy including text complexity, close reading, text-dependent questions, discussion, and annotation.<sup>73</sup> The weakness number three also can be solved through redefining a good teacher for close reading who can manage the class during discussion session.

### **E. Concept of Sustained Silent Reading**

Sustained Silent Reading is one of reading strategy that can be applied by the teacher in teaching reading. In this research, the strategy is applied in control class.

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<sup>72</sup> Sisson and Sisson, *Close Reading in Elementary Schools*. Routledge, First (New York: Routledge, 2014), <https://doi.org/10.1002/TRTR.01117>.

<sup>73</sup> Ayu Sonia and Habibah Fisher, "Students' Reading Techniques Difficulties in Recount Text," *English and Education* 4, no. 2 (2016): 1–12, <https://media.neliti.com/media/publications/192380-EN-none.pdf>.

## 1. Definition of Sustained Silent Reading

According to Peter in Permatasari and Amir, Sustained Silent Reading is a specific period of classroom time set aside each for students and teachers to read the materials of their personal choices.<sup>74</sup> It means that Sustained Silent Reading strategy gives time period in reading activity of the students in the classroom and provides opportunity for them to select ones of the texts that interesting for them. The strategy motivates them to read because they are given opportunity to determine which one of the text that will be read.

Hunt in Fatoni, Wafa, and Nisa also stated that SSR method is the time when the students and the teacher read silently in a certain period of time.<sup>75</sup> The statement explains that the teacher also read silently in a certain period of time not only students. The teacher becomes a role model for students in silent reading because providing a role model during reading in SSR is important. Berglund and John in Campbell and Scrivens stated that the importance of modeling behavior can not be overstressed.<sup>76</sup> It means that Sustained Silent Reading uses teacher's action to encourage students to read.

Ermitage and Slyus in Sing, David and Chuoo explain that Sustained Silent Reading strategy is a strategy that is aimed at enhancing students' reading skills, such as comprehension, vocabulary development, fluency, reading motivation and writing skills, by requiring students to practice continuous silent reading for a

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<sup>74</sup> Putriayu Permatasari and Zainuddin Amir, "Teaching Reading by Using Sustained Silent Reading (SSR) Strategy for Senior High School Students," *JELT* 3, no. 1 (2014): 243–50.

<sup>75</sup> Mohamma Fatoni, Khoirul Wafa, and Yusrotun Nisa, "The Use of Sustained Silent Reading to Improve Students' Reading Comprehension at Tenth Grade of SMK Pemuda Taruna," *Hospitality* 7, no. 2 (2018): 25–30.

<sup>76</sup> Robin Campbell and Gill Scrivens, "The Teacher Role During Sustained Silent Reading (SSR)," *Reading* 29, no. 2 (1995): 2–4, <https://doi.org/10.1111/j.1467-9345.1995.tb00140.x>.

specific time with the materials of their own choice.<sup>77</sup> It can be derived that Sustained Silent Reading can help the students to improve

## 2. Procedure of Sustained Silent Reading

According to Hunt in Manurung, Pardede and Purba, he stated that there are several steps in conducting Sustained Silent Reading. the steps are presented below:

- a. SSR will run during 15 minutes.
- b. Teacher chooses the topic to Sustained Silent Reading. The students read silently for the full 15 minutes.
- c. Reading material may sources from children's book, comic books, short story books, newspaper, journals, magazines, literature books, etc.
- d. SSR most effective when adults model reading by reading alongside their students, teacher demonstrates that reading is a valued activity and important to every discipline and content area.
- e. Teacher is encouraged to read with their students.
- f. SSR is not intended to create additional work for teachers. Grade and evaluations of students will be a part of SSR. Teacher can however emphasize the enjoyment of reading and purpose of SSR by asking some questions to the students.<sup>78</sup>

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<sup>77</sup> Manjet Kaur, Anne Rowena David, and Julie Chuah Suan Choo, "Sustained Silent Reading (SSR) as an Independent Learning Tool at an Institution of Higher Learning," *Ubiquitous Learning* 4, no. 1 (2012): 77–89, <https://doi.org/10.18848/1835-9795/cgp/v04i01/40321>.

<sup>78</sup> Steve Gardiner, *Building Student Literacy through Sustained Silent Reading*, *Reading Teacher*, vol. 46 (Alexandria: ASCD, 1992).

### 3. Advantages of Sustained Silent Reading

There are several advantages obtained of using Sustained Silent Reading for students' reading ability. Hunt also stated the advantages of using Sustained Silent Reading as follow:

- a. SSR strategy can improve students' reading ability.
- b. SSR strategy offers students an opportunity to read materials to figure out new words of their own choice.
- c. The students can spend reading independently outside of the school.
- d. SSR can make students enjoy reading activity.<sup>79</sup>

According to the explanations, it can be concluded that Sustained Silent Reading gives a wide opportunity for students to select their own material in reading. This way effects students' enjoyment so that they easy to understand the text. In summarize, Sustained Silent Reading helps students to improve their reading comprehension.

### 4. Disadvantages of Sustained Silent Reading

There are also disadvantages found of using Sustained Silent Reading as follow:

- a. Some of students do not really read.
- b. Students are just sitting there, talking with their friend, sleepy, doing other homework and writing note or texting.
- c. Some students were struggling with reading because they were asked to read a text in 15 minutes without any assistance.

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<sup>79</sup> Agustina Maria Manurung, Hilman Pardede, and Christian Neni Purba, "The Effect of Using Sustained Silent Reading ( SSR ) Method to the Students ' Ability in Reading Report Text at the Eleven Grade of SMA Negeri 2 Pematangsiantar," *Journal of English Teaching as a Foreign Language* 6, no. 2 (2020): 39–65.



- d. It was difficult to achieve reading ability and fluency if students do not use Sustained Silent Reading time wisely.<sup>80</sup>

The use of Sustained Silent Reading has several disadvantages that can create the barrier of teaching and learning process. The three disadvantages are about the lack of students' participation during sustained silent reading activity. According to Campbell and Scrivens, it can be solved through the modeling behavior by the teacher during reading activity. McCracken and McCracken also stated that all adults in the classroom have to read or SSR does not work.<sup>81</sup>

The last disadvantage of Sustained Silent Reading is students' struggle in comprehending the text without teacher's assistance. This problem can be solved according to Permatasari and Amir's article which presented the teaching procedure of sustained silent reading that provides an attractive preview for students before they read the text.<sup>82</sup> It helps them to comprehend what kind of text that will be read so that they are not be struggle in reading

## **F. Frame of Thinking**

The role of reading skill is essential in English because it helps them to develop other skills. Reading can enlarge students' vocabulary, improve speaking skills, and encourage the reader to have critical thinking in English. Moreover, there are various kinds of reading that support students' motivation to read. When the reader reads various kinds of texts they can enrich their knowledge, motivation, experience and information across the globe.

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<sup>80</sup> Ibid.

<sup>81</sup> Campbell and Scrivens, "The Teacher Role During Sustained Silent Reading (SSR)."

<sup>82</sup> Permatasari and Amir, "Teaching Reading by Using Sustained Silent Reading (SSR) Strategy for Senior High School Students."

The outcome in reading is reading comprehension because through reading comprehension the reader can take information, knowledge, and message contained in the text. The readers can get reading comprehension through several processes of constructing the meaning of the text. It is covered on the combination of several features of reading comprehension measurements such as comprehension of the topic/main idea, supporting the idea, vocabulary in context, unstated detail, etc. Therefore these features are available to determine the reading comprehension of the reader.

The teacher is important to teach reading in order to improve students' reading comprehension. It recognizes the principles of teaching reading such as the reading material which proper with students' proficiency level, the use of two languages during teaching activity, determine the purpose of reading, etc. The principle of teaching reading should be appropriate with students' necessities. It has to encourage students to improve their reading ability.

The problems faced by students are their difficulties to read English text. One of their difficulties is to comprehend the text well which unfortunately, affects their reading scores. It also affects students' reading comprehension of the text which becomes the material in senior high school, biographical recount text. To assist the teacher in teaching the reading material especially biographical recount text, the close reading strategy is proposed to be applied.

A close reading strategy can be applied when the students will comprehend the complex text. To determine the text into complex text, Betsy and Diana Sisson divide the text based on two genres, literary and informational genres. Literary genre refers to stories that are invented through the imagination of the mind while

the informational genre is delineated into three structural categories: narrative, expository, and hybrid. Narrative nonfiction tends to follow a linear flow of information as the author recounts a fact-based story for example biographies and memoirs. In this research the writer will focus to the biographical recount text as one of the reading text taught in senior high school. Therefore, the writer will apply the close reading strategy to improve the reading comprehension of students in reading biographical recount text.

### **G. Hypotheses**

A hypothesis is defined as the result expected of doing research. Hypothesis is the researcher's expectation toward the research questions and variables.<sup>83</sup> The hypotheses in this research are null hypothesis (H<sub>0</sub>) and alternative hypothesis (H<sub>a</sub>). According to the definition, the hypotheses in this research are as follow:

H<sub>a</sub>: There is significant influence of using close reading strategy toward students' reading comprehension on biographical recount text of the second semester of the eleventh grade at MA Raudhotul Jannah Sidokerto Lampung Tengah in 2020/2021 academic year.

H<sub>0</sub>: There is no significant influence of using close reading strategy toward students' reading comprehension on biographical recount text of the second semester of the eleventh grade of MA Raudhotul Jannah Sidokerto Lampung Tengah in 2020/2021 academic year.

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<sup>83</sup> Donald Ary, Lucy Cheser Jacobs, Chris Sorensen, and A. David Walker, *Introduction to Research in Education*, 9th ed. (USA: Wadsworth, Cengage Learning, 2014).

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